Students Perception on Radical Shift Towards Online Education Due to Covid 19 Pandemic

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Abstract

The COVID 19 pandemic forced all the educational institutions to close their campuses and move to online mode of teaching. This sudden shift from traditional method of teaching to online teaching, has posed many challenges to students as well as educators. This is more in developing country like India. This study explores the perception of students and their satisfaction level with regard to online mode of teaching. Though many studies were conducted on the readiness and perception of students with regard to online education, very few studies concentrated developing country like India, where majority of the population live in rural areas. This study focuses on the perception of students and their satisfaction level with regard to online education.

Keywords: COVID 19, Online education, Pandemic, Traditional method

1.Introduction:

There had been a radical shift towards online learning due to Indian Government's digital initiatives in general, and due to COVID-19 lockdown in particular.COVID-19 has compelled many educational institutions worldwide to come out with strategies to provide education to students during lockdown. Hence most of the higher educational institutions shifted online mode of teaching using applications like Microsoft Teams, Zoom, Google Meet, Webex etc.

Online educationnot only includes full-fledged formal online courses, the so-called Massively Open Online Courses (MOOCs) provided in platform like SWAYAM, NPTEL, Coursera etc, but also supplements of regular classroom learning with online education.

Lockdown was declared by Government from 25th March 2020 due to COVID 10 pandemic. Initially lockdown was only for 21 days but was extended further due to spread of the disease. People were forced to remain indoors, fearing spread of disease. Education sector was the most affected sector during this period. Though partial unlocking was initiated by the Government by June 2020, schools, colleges and universities remained closed. This was because of curbs by the Government on gatherings and also to protect the younger generation

from the pandemic which was widely spread throughout the world. This section of population is also not vaccinated. So, educational institutions remained closed for months together.

However, to prevent the loss of academic year, online classes were introduced in almost all the schools, colleges and universities world-wide. Students wereexposed to this new mode of learning using smart phones, tablets and laptops. In the present paper, the study was conducted on the satisfaction level of students with regard to online education. The paper also attempted to study the problems faced by the students in this mode of learning.

2. Review of Literature

Patricia Aguilera and Hermida (2020) explored adoption, use, and acceptance of online learning by college students during COVID 19 pandemic period. It was revealed that students reported a decrease in motivation. Further the students felt that the quality of education decreased. Agarwal, S., Kaushik, J.S (2020) in their paper conducted study on post graduate students and it was concluded that online teaching is feasible, cheap and must be a part of the postgraduate training in India even after the lockdown. Elizabeth Agyeiwaah, Frank Badu Baiden (2021) examined students' online learning experiences in the context of COVID-19 pandemic. It was found that an attractive and motivating visual environment for online course delivery is crucial in the context of the pedagogical disruptions caused by COVID-19. Dr. Pravat Kumar Jena (2020) emphasized the benefits of online education during times of crises like COVID19 pandemic.

Naik, Girisha Lakshman (2021) analysed the efficiency of online teaching and learning method compared to traditional teaching method followed before pandemic. It was revealed that the major drawbacks were lack of internet access and infrastructure among educators and students acted as a hindrance to online learning. Mathivanan, S.K., Jayagopal(2021)discussed about adoption of e-learning approach during COVID 19 pandemic in India. Further, the paperdiscussesmeans to cope with the challenges related to online learning. Muthuprasad T, Aiswarya S, Aditya KS, Jha GK. (2021) focused on understanding Agricultural Student’s preference towards the online learning and concluded that most of the students preferred to use smart phone for online learning.

Pinaki Chakraborty, Prabhat Mittal (2020) conducted a survey in which they asked undergraduate students’ opinion on different aspects of online education. It was revealed from the study that students felt they learn better in physical classrooms, however they also felt that the professors have improved their online teaching skills. Yuk Ming Tang, Pen Chung Chen (2021) explored key factors like learning motivation, learning readiness and student’s self-efficacy in participating in online classes during the pandemic. The analysis revealed that PG students are comparatively able to learn better in online learning practices as compared to UG and SD students. Zheng, M., Bender, D. & Lyon, C (2021) empirically evaluated the impact of online learning on students’ performance. He concluded that nearly 80% of students are happy with online classes and want to continue it in future also.

3. Need for the study:

Online education has gained a lot of importance after COVID 19 pandemic. To prevent loss of academic year, all the educational institutions started offering their courses through online mode. Students were exposed to this new method of teaching through platforms like Zoom, Microsoft Teams, Google Meet etc.It was necessary to know the satisfaction level of students attending the programs in this mode. Hence the study was conducted.

4. Scope of the Study

The study is limited to higher educational institutions in Andhra Pradesh, India. Sample was distributed among students of higher educational institutions in different colleges and universities in this state and data was collected using convenient sampling technique. Sample size is 400 respondents. Data was analysed using SPSS.

5. Objectives of the Study:

1.To know the student's readiness towards online classes by knowing their preferences related to device and application used for online education.
2.To evaluate if there is any significant difference between gender and quality of students' performance in online education
3.To analyse the satisfaction level of studentswith regard to online classes.

6. Hypothesis of the Study:

H_1: There is significant difference in the gender and device used for online education.

H_2: There is significant difference between gender and applications used for online education.

H_3: There is significant difference between gender and quality of students' performance in online education.

7. Methodology:

An online survey was conducted using Survey Heart App. The survey included many questions to test various hypotheses that are being tested in this study. A survey of 400 participants was conducted. All statistical tests were performed and found to be adequate to assess the significance of differences.

The sample included a random subset of under graduate and post graduate students studying at various higher educational institutions in Andhra Pradesh. The entire study is divided into three aspects. To assess the how the content was delivered to the students' questions were asked related to the device used to access online learning, application used for delivery by teachers and number of hours spent every day on online classes.

The next aspect was checking the performance of students with regard to their performance in online classes by asking questions related to submission of assignments and interaction with teachers. Similarly, they were asked questions related to know if there were any improvement in their communication and creative skills.

The third aspect was to understand the level of satisfaction of the students with regard to online classes.

8. Analysis and Interpretation:

Table 1

Cross Tabulation and Chi Square Test between Gender and Device Used for Online Learning

		Device to access Online learning			
		Laptop	Smart-Phones	Tablet	Total
Gender	Female	54	145	33	232
	Male	44	112	12	168
Total		98	257	45	400
Chi Square Value					35.371
Asymptotic Significance (2-sided)					0.000

It is understood from the above table that majority of the respondents are females and they se smart phones followed by laptops. Similarly, majority of male respondents also use smart phones followed by laptop. The p is less than the significance level. So, there is a significance difference between gender and usage of devices. Hence alternative hypothesis (H_1) is accepted.

Table 2

Cross Tabulation and Chi Square Test between Gender and Online Application Used for Online Learning

		Which Online Application using for Education					
		ZOOM	Microsoft teams	Webex	Google Meet	Others	Total
Gender	Female	40	60	19	62	35	216
	Male	38	45	24	63	14	184
Total		78	105	43	125	49	400
Chi Square Value							9.283
Asymptotic Significance (2-sided)							0.054

It is also evident from the study that majority of the respondents prefer google meet followed by Microsoft teams and Zoom platform. Very few respondents have used webex for listening to online classes. Since the p value (0.054) is more than the alpha (0.05), there is no significance difference between gender and online tool used for online education. Hence alternative hypothesis (H_2) is accepted.

Table 3

Cross Tabulation and Chi Square Test between Gender and Time Spent on Online Learning

		The studying hours spent for online studying hours				
		1	2	3	4	Total
Your Gender	Female	54	54	55	53	216
	Male	45	64	49	26	184
Total		99	118	104	79	400
Chi Square Value						8.736
Asymptotic Significance (2-sided)						0.033

It is clear that female respondents like to spend 3 hours for online classes followed by 4 hours. However male respondents like to spend 2 hours for online classes followed by 3 hours. Here the p value (0.033) is less than the significance level of 0.05, hence the alternative hypothesis (H_2) is accepted. It implies that there is a significance difference between gender and time spent for education.

Table 4
ANOVA - Performance in Online Education

		Sum of Squares	df	Mean Square	F	Sig.
I felt that online education was a good to advance my studies and that there were dramatic changes in my academic performance	Between Groups	.523	1	.523	.492	.484
	Within Groups	423.414	398	1.064		
	Total	423.937	399			
	Within Groups	487.371	398	1.225		
	Total	489.240	399			
During the COVID−19 outbreak, I organized my time to do everything the teachers asked me to do	Between Groups	.036	1	.036	.043	.836
	Within Groups	334.754	398	.841		
	Total	334.790	399			
During the COVID-19 outbreak, I have improved my communication skills by taking classes online	Between Groups	.277	1	.277	.267	.606
	Within Groups	413.320	398	1.038		
	Total	413.597	399			

During the COVID-19 outbreak, I improved my creativity skills	Between Groups	.379	1	.379	.393	.531
	Within Groups	383.061	398	.962		
	Total	383.440	399			
During the COVID-19 pandemic, I actively answered the teacher's questions and participate in classroom learning.	Between Groups	.353	1	.353	.353	.553
	Within Groups	397.625	398	.999		
	Total	397.977	399			
During the COVID-19 pandemic, I completed the online study assignment assigned by the teacher on time.	Between Groups	.266	1	.266	.278	.598
	Within Groups	379.932	398	.955		
	Total	380.198	399			

To understand whether there was any significant difference in the performance if the respondents, they were asked few questions related to their academic score, creativity and engagement with teachers etc. It was understood from the above table that there was no significant difference in the performance of the students, both male and female in the online education. There performance with regard to communication, creativity, submission of assignments etc were almost same as it was in the classroom mode of learning. There was no significant improvement in their academic performance. Hence the alternative hypothesis (H_2) is rejected.

Table 5

Descriptive Statistics on Satisfaction Level

	N	Minimum	Maximum	Mean	Std. Deviation
1. I am satisfied with the instructors' follow-up in each session of online teaching.	400	1	5	2.58	.941
2. I am satisfied with the instructors' various online teaching approaches.	400	1	5	2.55	.933
3. I am satisfied with the 4 as they helped me achieve the course learning outcomes.	400	1	5	2.63	1.047

4. I am pleased with the quality of teachers' work in online courses.	400	1	5	2.42	.983
I am satisfied with teachers' motivation in online courses.	400	1	5	2.39	1.005
5. My interactions with teachers are satisfying in online teaching.	400	1	5	2.51	.950
6. I am satisfied with the convenience of the online learning environment.	400	1	5	2.70	1.016
7. I have adequate technical support from my university	400	1	5	2.43	1.021
6. I am satisfied with the assessment made by our teacher in online courses.	400	1	5	2.41	.966

In the above table, the first, second, fourth, fifth, sixth, eighth and ninth statements the mean values are 2.58, 2.55, 2.42, 2.39, 2.51, 2.70 and 2.43, it means that the majority of the students are satisfied with the instructor's follow-up, teaching approach, quality of work, motivation, interaction, technical support, assessment in online education.

In third and seventh statements, the students are neutral towards convenience of online learning environment and achieving course learning outcomes. Finally, the mean value is very significant for the above statements.

9. Discussion:

It is evident from the above table that majority of the respondents use smart phone for listening to online classes. Similarly, Google Meet and Microsoft Teams are the most widely used application for conduct of online classes. It is understood that female students prefer to study more hours online in comparison to male students.

It was understood from the above table that there was no significant difference in the performance of the students, both male and female in the online education. Their performance with regard to communication, creativity, submission of assignments etc were almost same as it was in the classroom mode of learning. It can be understood that there is no significant improvement in the performance of the students in online education.

It is understood from the study that the majority of the students are satisfied with the instructor's follow-up, teaching approach, quality of work, motivation, interaction, technical support, assessment in online education. However, the students are neutral towards convenience of online learning environment and achieving course learning outcomes. It must be noted that none of the students are highly satisfied with online learning.

It implies that students are opting for online classes only because there is no other option due to the ongoing pandemic. However, they are only more satisfied and happier with the traditional mode of learning.

10. Conclusion:

It can be concluded from the study that majority of the respondents have generally favourable attitudes towards online education during the COVID 19 pandemic. They are also satisfied with their engagement with faculty and classmates. COVID-19 had a tremendous impact the educational sector in India. Though it has raised numerous challenges and various opportunities, it has also progressed. Now educational institutions in India are open to adopting blended mode of education. It is hoped that the since online learning has opened many new avenues to educational institutions and students, it is will continue even after the lockdown.

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